

**ORIENTAL JOURNAL OF PHILOLOGY**

journal homepage:

<http://www.supportscience.uz/index.php/ojp/about>**EXPANSION OF SOCIAL FUNCTIONS OF PEDAGOGICAL TERMS IN VARIOUS SPHERES OF SOCIETY****Mokhinur B. Nizomova***Doctor of Philosophy (PhD) in Philological Sciences**Karshi State University**Karshi, Uzbekistan***ABOUT ARTICLE**

Key words: sociolinguistics, terms related to pedagogy, pedagogical language team, task groups of pedagogical language, literary pedagogical language, universal pedagogical language

Received: 14.03.23**Accepted:** 16.03.23**Published:** 18.03.23

Abstract: This article is dedicated to the study of terms related to pedagogy and sociolinguistic development and formation in English and Uzbek languages. Issues such as the ethnic groups of the pedagogical language, the emergence, development of the pedagogical language and its factors are also part of the object of study of sociolinguistics. In sociolinguistics, pedagogy also studies functional groups of language. Pedagogical terms and functional groups of pedagogical language mean what kind of pedagogical language team it serves.

JAMIYAT HAYOTINING TURLI SOHALARIDA PEDAGOGIK ATAMALARNING IJTIMOIIY VAZIFALARINI KENGAYTIRISH**Moxinur B. Nizomova***Filologiya fanlari bo'yicha falsafa doktori (PhD)**Qarshi davlat universiteti**Qarshi, O'zbekiston***MAQOLA HAQIDA**

Kalit so'zlar: sotsiolingvistika, pedagogikaga oid atamalar, pedagogik til jamoasi, pedagogik tilning vazifaviy guruhlari, adabiy pedagogik til, umumxalq pedagogik til

Annotatsiya: Ushbu maqolada ingliz va o'zbek tillaridagi pedagogikaga oid atamalar va sotsiolingvistik rivojlanish va shakllanish yo'llarini o'rganishga bag'ishlangan. Pedagogik tilning etnik guruhlari pedagogik tilning paydo bo'lishi, rivojlanishi va uning omillari singari masalalar ham sotsiolingvistikaning o'rganish obyektiga kiradi. Sotsiolingvistikada pedagogik tilning vazifaviy guruhlari ham o'rganadi. Pedagogikaga oid atamalar va pedagogik tilning vazifaviy guruhlari deganda, uning

qanday xarakterdagi pedagogik til jamoasiga xizmat qilishi tushuniladi.

РАСШИРЕНИЕ СОЦИАЛЬНЫХ ФУНКЦИЙ ПЕДАГОГИЧЕСКИХ ТЕРМИНОВ В РАЗЛИЧНЫХ СФЕРАХ ЖИЗНИ ОБЩЕСТВА

Мохинур Б. Низомова

Доктор философии (PhD) в области филологических наук

Каршинский государственный университет

Кариши, Узбекистан

О СТАТЬЕ

Ключевые слова: социолингвистика, педагогические термины, педагогический языковой коллектив, задачи педагогического языка, литературно-педагогический язык, национальный педагогический язык

Аннотация: Данная статья посвящена изучению терминов, связанных с педагогикой и социолингвистическим развитием и становлением в английском и узбекском языках. Такие вопросы, как этнические группы педагогического языка, возникновение, развитие педагогического языка и его факторы, также входят в предмет изучения социолингвистики. В социолингвистике педагогика также изучает функциональные группы языка. Педагогические термины и функциональные группы педагогического языка означают, какой педагогический языковой коллектив он обслуживает.

INTRODUCTION

There are many languages in the world. Their amount cannot be stated with a specific number. The number of languages in the world can only be estimated. Therefore, there are two different assumptions about the number of languages in the world. One group of scientists assumes that the number of languages in the world is 2.5-3 thousand, while another group of scientists puts this number at 4.5-5 thousand. It is interesting that the number of world languages stated by the first group of scientists is not a mistake, as is the number stated by the second group of scientists. Because the amount of pedagogical language is determined by the number or size of the language community it serves. Therefore, it unites several tens of millions of people and serves their communication needs. Such disproportionate characteristics, which are noticeable in the practice of languages, also serve to determine the social function of languages.

THE MAIN RESULTS AND FINDINGS

The task of the language of pedagogical communication also means, in addition to these, what ethnic language communities they serve. Language communities are also different. The word "pedagogy" comes from the Greek language and is essentially a set of sciences that represent the theoretical and practical aspects of teaching. It can be said that terminology in the field of pedagogy arises with the development of sciences. Nowadays, we can observe that specific pedagogical

terms are used in each aspect of science. The term "pedagogical terminology" is mainly used in two senses:

1. " pedagogical language" - a set of words expressing the main meaning in these areas.

2. "Terms in pedagogy" - lexical aspects of terms, their place and a special aspect of language that should be followed in pedagogical activities. Based on this feature, ethnic community languages are grouped as follows: 1) pedagogical dialect; 2) pedagogical dialect (dialect); 3) pedagogical people, national language; 4) family of pedagogical language. These linguistic groups serve the following ethnic groups: 1) ethnographic group; 2) elat (ethnos) or nation; 3) ethnic association. 1. Ethnographic group An ethnographic group is characterized by the acquisition of a cultural and household characteristic that equates to a dialect or a group of dialects belonging to it.

Until it was formed at the national level, the Uzbek language community was considered an elat (nation). For this ethnic group, the Uzbek language served as the national language. When the people are formed at the national level, the language that serves them becomes the name of the ethnic community. For example, when the Uzbek language became a national language, the people speaking this language received the name "Uzbek". Ethnic union When an ethnic community is formed at the national level, it unites ethnic groups that are imperceptibly different in the linguistic aspect of one universal pedagogical language.

Although the practical forms of the pedagogical language are partially related to the ethnic grouping, it differs from the ethnic grouping of the pedagogical language as a specific sociolinguistic concept. Pedagogical communication is a practical form of language - it is one of its internal construction and concrete manifestations in accordance with its specific function in the society of individuals. This feature of the pedagogical language, which arose on the basis of pedagogical terminology, has just been studied as a sociolinguistic concept. Therefore, there is currently no common opinion on the interpretation of the issue of "Practical forms of pedagogical language". Pedagogical communication includes the following grouping of practical forms of language: 1) literary pedagogical language; 2) universal colloquial pedagogical language; 3) regional and local pedagogical languages. 4) Social tag groups of pedagogical language. It appears on the ground of the developed higher stage of the national language - the national language. Literary, regional, social, professional-communication forms of the national language together form the national language. So, the literary language is a functional linguistic form that is part of the national language. A literary language is a language with a certain phonetic and lexical system and a standardized grammatical structure. Literary language has oral and written forms. The oral form of the literary pedagogical language is its initial form, which appears before its written form. Sociolinguistic analysis of literary pedagogical language is formed on the basis of this single

national language or local dialect. The oral form of the pedagogical language is reflected in the folk songs and songs, proverbs and sayings, fairy tales, narratives and stories. Written literary language is created after the appearance of writing. This form of literary pedagogical language is a common linguistic tool for all classes of the language community. The norm is the regulation of linguistic units by certain rules of the pedagogical language. Norm, like language and its literary form, is a social phenomenon. It is also a product of the social process, that is, it is formed due to a social need in the social process. The formation of the norm is based on sorting linguistic units and selecting the appropriate and acceptable ones from them. Literary language is a set of linguistic units approved, selected and sorted by the norm. This complex should serve for the development of a single national, national literary language. The selected, approved linguistic units must serve the entire language community equally. There is also the fact that norm is not a concept necessary only for literary language. This concept is also relevant for dialects, local dialects, and all functional branches of the pedagogical language. However, the application of such standards is limited, in a certain "area" of the national language, this "area" serves for the language community. When talking about norms, it is necessary to pay special attention to the norms of word usage. After all, speech culture and its practice cannot be imagined without literary language and its standards. Speech culture is a component of national culture. People who have mastered the rules of the literary and pedagogical language and are able to demonstrate it in practice, i.e. in their speech, are called cultured. Such persons, in addition to "respecting" the national language in the true sense, also contribute to its development. After the literary language norms are formed, textbooks are written, dictionaries of various contents are compiled; artistic and stage works are created. Literary language norms serve in the realization of these goals. The concept of norm is a phenomenon that is equally relevant for written and oral forms of literary Pedagogical Pedagogical Language. However, literary Pedagogical Pedagogical norms of the written form of the language differ from the norms of its oral form. The application of the norms of the written literary language is governed by the principles and rules of orthography. The norms of oral literary language are mainly related to pronunciation (orphoepy). A number of actions, such as the common and correct pronunciation of some complex words, foreign words, and the pronunciation of word accents by lowering them to their place, are included in the standards of oral literary language. enters. For example, a number of words such as director, collector, lecturer, rector, etc. were adopted from the Russian language and through it into the Uzbek language. According to their written form, if each letter is pronounced with the sound it represents, the standard of pronunciation of the literary language will not be observed. Therefore, if these words are said in the forms of director, collector, lecturer, and director, the standard of pronunciation of the literary language will be observed. For example, Abdulla Qahhor reworked each of his works several times, regardless of whether it was

a story or a narrative. Writer Said Ahmad testified that A. Qahhor re-edited the text of some of his stories up to 27 times. This opinion is also expressed in Kibriyo Qahhorova's work "Quarter asr hamnafas" dedicated to the memory of A. Qahhor. The concepts of standard and literary language are so interrelated that it is illogical to imagine one of them without the other. In particular, if linguistic units and their system are not standardized, there can be no talk of a literary language. Therefore, all its levels are standardized in the literary language. The types of standards according to language levels include: 1) phonetic standard; 2) lexical-spiritual standard; 3) pronunciation standard (orphoepic standard); 4) tone (accentological) norm; 5) spelling (orthographic) norm; 6) the norm of word formation; 8) syntactic norm; 9) methodological (stylistic) norm; 10) punctuation standard, etc.

CONCLUSION

In interpreting the social nature of pedagogical language, world linguistics is based on the principles of dialectical development. In particular, the understanding of pedagogical language as a product of social development is one of the greatest contributions to the science of linguistics. The main and important feature of pedagogical language is that language is created by the society of individuals and is a social phenomenon that serves as the most important means of communication. The social nature of pedagogical language requires its existence in society, not in some individual. Pedagogical language and pedagogical terms are created by society, and its fate is closely related to the fate of society. Pedagogical language as a social phenomenon is distinguished from natural phenomena. For example, the natural biological and physiological characteristics of people (eating, breathing, development, etc.) develop in accordance with the laws of nature, independently of society. But in order to speak and think in the pedagogical language, it is necessary to have a personal society (social environment). Because the pedagogical language arose as a result of the needs of people to communicate with each other and exchange ideas. Therefore, unlike natural phenomena, pedagogical language is a social phenomenon created and served by the society of individuals.

REFERENCES

1. Реформатский А.А. Что такое термин и терминология? // Вопросы терминологии. - Москва: 1961. – С. 248.
2. Berdiyev X., Xo'jayev P., Yo'ldoshev B. Umumiy tilshunoslik.-Samarqand, 1974.
3. Xolmanova Z.T. Tilshunoslikka kirish Toshkent -2007.
4. Begmatov E. ozirgi o'zbek adabiy tilining leksik katlamlari. – Toshkent: «Fan», 1985.
5. Низомова М.Б. Инглиз ва ўзбек тилларида педагогикага оид терминларнинг структур-семантик хусусиятлари ва таржима муаммолари: Филол. фан. д-ри. ... дисс. автореф. – Термиз: 2022. – 40 б

6. Nizomova M. B. Functional-Semantic Features of pedagogical terms In English and Uzbek Language. // International Journal of Engineering and Information Systems. (IJEAIS) ISSN: 2643-640 Vol. 4 Issue 10, October-2020. – 79-81 pages.
7. Nizomova M. B. Problems of systematization of pedagogical terms and concepts in the scientific and pedagogical theory of comparable languages.// American Journal Of Philological Sciences (ISSN – 2771-2273) Volume 2, issue 3, pages: 01-06 sjif impact factor (2022: 5. 445) oclc – 1121105677 metadata if – 5.963, – 1-6 pages
8. Абдували Бердиалиев Ўзбек Синхрон Социоллингвистикаси. т о ш к е н т– 2019
9. Nizomova, M. B. (2022). Classification of pedagogical terms in international relations. Academic research in modern science, 1(1), 252-256.
10. Baratboyevna, N. M. Features of the Formation and Development of Ecological Terms in Languages. Journalnx, 6(06), 55-57.
11. Nizomova, M. B. (2020). Classification of pedagogical terms in English and Uzbek languages. Экономика и социум, (10 (77)), 178-182.